

# Characteristics of Outstanding Leadership Practice :Transnational Perspectives from England, India and South Africa

Prof Jaswinder K Dhillon, University of Worcester, UK

Rekha Farmah, Punjabi University, India

Dr Garima Bansal, University of Delhi, India

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# Context for leadership

Key responsibilities of leaders and stakeholders

- Providing high quality educational provision
- Enabling learners to achieve ambitions and qualifications
- Remaining financially viable (especially where cuts to funding have to be managed alongside reforms to qualifications)
- Being recognised as high quality providers of education in national inspection regimes (e.g. outstanding)

# Theory, research and literature

Leadership as a factor in educational effectiveness and achievement (Huber & Muijs 2010; Hallinger & Huber 2012; Pashiaridis & Johansson 2016)

Features of successful school leadership (NCSL 2007; Leithwood et. al 2008; Day et. al 2010; Matthews et al 2014)

Outstanding leadership in high performing business and commercial organisations (Tamkin et. al 2014)

Importance of context for leadership development and practice (Hallinger 2018)

# Research Questions

1. What are the characteristics of outstanding leadership in different educational contexts?
2. To what extent do stakeholders, who have experience of leadership in different age phases of education, agree and disagree about the relative importance of the characteristics of outstanding leadership that we have developed?
3. What consensus is there about the characteristics of outstanding leadership across the contexts included in this study?

# Methodology

Q-methodology applied to the study of enacted leadership practice in different educational contexts

Q-methodology :

- is used to study people's subjective viewpoints
- subjectivity refers to an individual's personal point of view on any matter of personal or social importance (Brown 1980; McKeown and Thomas 1988)
- a structured process with a sequence of stages

PQMethod software for data analysis

# Sampling

Stakeholders - people with personal experience of leadership in:

primary and secondary schools

selective and non-selective schools

urban and rural schools

Special educational needs schools

vocational and teacher education colleges

university academics

governors of schools and colleges

Three countries – England, India and South Africa

# The Statements

Clear strategic vision  
communicated effectively to  
others

Passion for providing world  
class education

Balancing financial  
constraints with aspirational  
educational ambitions

Strategic vision based on  
shared values

Inspirational leader who  
leads by example

Engaging local community in  
a shared vision for education  
in the area

High levels of trust between  
leaders and their  
stakeholders

Ability to bring out the best in  
people and inspire others

Maximising talent and  
deploying it effectively in the  
organisation

Power and accountability  
shared and distributed

Ability to foster discussion  
and debate

Develop entrepreneurial  
innovative approaches to  
improve education

High expectations of all  
members of staff and pupils

An open culture of learning  
where excellence  
achievement celebrated

Developing an aspirational  
culture in the school and  
local community

Foster collaboration,  
partnerships and shared  
decision-making

Values and vision developed  
and owned by all staff and  
governors

Setting ambitious targets and  
focus on financial educational  
goals

Empowering others to  
achieve ambitious targets

Meticulous monitoring of  
outcomes for pupils/learners

Reconciling opposing points  
of view and summarising  
agreed points

Taking decisive action to  
address poor performance of  
staff

Taking difficult decisions and  
communicating them  
honestly



[www.worcester.ac.uk](http://www.worcester.ac.uk)

# Q Sort Evolution

```
      -3      -2      -1      0      1      2      3
!-----!-----!-----!-----!-----!-----!-----!
! 23 !   1 ! 19 !   5 !   2 !   6 !   8 !
!-----!-----!-----!-----!-----!-----!-----!
!   7 ! 10 ! 16 ! 12 !   9 ! 17 ! 11 !
!-----!-----!-----!-----!-----!-----!-----!
           ! 21 ! 18 ! 22 !   4 ! 13 !
           !-----!-----!-----!-----!
               !   3 ! 20 ! 14 !
               !-----!-----!
                   ! 15 !
                   !-----!
```

Sub.jNo: 7 ID: 007SRPF



# Coding the Sorts

**001**



Sort ID

**S**



School/  
College

**U**



Urban/  
Rural

**S**



Primary/  
Secondary/  
Post-  
Compulsory  
(C)

**M**



Male/  
Female

## Sorting/storing the data

| CODING DETAILS |             |          |       |        |      |      |      |      |      | SORT FOR ANALYSIS |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|----------------|-------------|----------|-------|--------|------|------|------|------|------|-------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| CODING         |             |          |       |        |      |      |      |      |      | STATEMENTS        |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|                |             |          |       |        |      |      |      |      |      | 1                 | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |    |    |
| NUMBER         | INSTITUTION | LOCATION | PHASE | Gender | SIZE | SIZE | SIZE | SIZE | SIZE | 001SRPF           | +1 | -3 | +1 | +3 | +2 | -3 | 0  | +3 | +1 | 0  | +2 | -2 | -1 | -1 | -2 | -1 | 0  | 0  | +1 | -2 | 0  | -1 | +2 |    |
| 001            | S           | U        | P     | F      | 232  | 232  | 232  | 232  | 232  | 003SRPF           | 0  | +3 | -3 | -1 | 0  | 0  | +1 | +2 | +1 | 0  | -1 | -2 | +2 | +1 | 0  | +3 | -3 | +1 | -2 | -2 | -1 | -1 |    |    |
| 002            | S           | R        | P     | F      | 232  | 232  | 232  | 232  | 232  | 004SUPF           | +3 | -3 | -1 | -2 | 0  | -3 | 0  | +2 | +2 | 0  | -1 | -1 | +2 | -1 | +3 | 0  | -2 | +1 | 0  | +1 | -2 | +1 | +2 |    |
| 003            | S           | U        | P     | F      | 232  | 232  | 232  | 232  | 232  | 005SRPF           | +1 | +2 | -2 | -3 | +3 | -3 | 0  | +2 | 0  | -2 | 0  | 0  | +3 | +1 | -2 | +1 | -1 | 0  | -1 | -1 | +1 | +2 |    |    |
| 004            | S           | R        | P     | F      | 232  | 232  | 232  | 232  | 232  | 006SUPM           | +1 | 0  | 0  | -1 | +3 | -3 | -1 | +2 | +2 | -2 | -2 | -1 | -1 | +2 | 0  | +1 | -2 | 0  | +3 | 0  | -3 | +1 | +1 |    |
| 005            | S           | U        | P     | F      | 232  | 232  | 232  | 232  | 232  | 007SRPF           | -2 | +1 | -1 | +1 | 0  | +2 | -3 | +3 | +1 | -2 | +3 | 0  | +2 | +1 | 0  | -1 | -2 | -1 | -1 | 0  | -2 | 0  | -3 |    |
| 006            | S           | U        | P     | F      | 232  | 232  | 232  | 232  | 232  | 008SUPM           | -2 | 0  | +1 | +3 | -1 | 0  | 0  | 0  | 0  | -2 | -2 | +1 | +2 | +3 | -1 | +2 | +2 | -1 | -3 | +1 | -1 | -3 | +1 |    |
| 007            | S           | R        | P     | F      | 232  | 232  | 232  | 232  | 232  | 009SUPM           | +1 | -1 | -2 | 0  | +1 | -3 | 0  | +2 | +1 | -1 | -3 | -2 | +2 | 0  | +2 | 0  | +3 | -1 | 0  | -2 | -1 | +3 | +1 |    |
| 008            | S           | U        | S     | M      | 350  | 350  | 350  | 350  | 350  | 010SUPF           | -2 | -1 | -2 | +2 | +3 | 0  | -1 | +1 | -3 | 0  | -3 | +2 | 0  | +3 | 0  | 0  | +1 | -1 | -1 | -2 | +1 | +2 | +2 |    |
| 009            | S           | U        | S     | M      | 350  | 350  | 350  | 350  | 350  | 011SRPF           | 0  | -3 | -2 | 0  | +3 | -1 | 0  | +1 | +3 | +1 | -3 | -2 | +2 | -1 | -1 | +2 | 0  | +1 | 0  | -1 | -2 | +2 | +1 |    |
| 010            | S           | U        | S     | M      | 350  | 350  | 350  | 350  | 350  | 012SUSM           | 0  | 0  | -3 | -1 | -2 | -3 | 0  | +2 | +1 | +2 | -1 | -1 | -1 | +1 | +1 | 0  | +3 | -2 | +2 | -2 | +1 | 0  | +3 |    |
| 011            | S           | R        | P     | F      | 232  | 232  | 232  | 232  | 232  | 013SUSM           | +1 | -2 | -1 | +2 | 0  | -1 | +2 | +3 | +2 | +1 | -3 | -2 | 0  | +1 | 0  | 0  | +1 | -1 | +3 | -2 | -3 | -1 | 0  |    |
| 012            | S           | U        | S     | M      | 350  | 350  | 350  | 350  | 350  | 014SUSM           | 0  | 0  | +2 | -2 | +3 | +1 | -3 | 0  | +3 | 0  | -2 | -1 | -3 | +2 | +1 | 0  | -1 | -1 | +1 | +2 | -1 | 0  | -2 |    |
| 013            | S           | U        | S     | M      | 350  | 350  | 350  | 350  | 350  | 015SUSM           | +3 | +1 | 0  | -3 | -1 | -2 | +2 | +3 | +1 | +1 | -3 | 0  | +2 | -2 | +2 | -2 | -1 | -1 | 0  | 0  | -1 | +1 | 0  |    |
| 014            | S           | U        | S     | M      | 350  | 350  | 350  | 350  | 350  | 016SUSM           | +2 | -2 | -3 | -1 | +2 | 0  | +3 | +3 | -1 | 0  | 0  | -2 | -1 | 0  | +2 | +1 | 0  | -2 | +1 | -1 | -3 | +1 | +1 |    |
| 015            | S           | U        | S     | M      | 350  | 350  | 350  | 350  | 350  | 017SXXX           | +3 | -1 | -1 | +1 | +3 | -2 | -1 | +2 | 0  | +2 | -2 | -3 | 0  | +2 | -2 | +1 | +1 | 0  | +1 | -3 | 0  | -1 | 0  |    |
| 016            | S           | U        | S     | M      | 350  | 350  | 350  | 350  | 350  | 018SXXX           | -1 | -2 | +2 | +3 | 0  | -1 | -2 | +2 | +1 | +1 | 0  | -1 | -1 | -3 | +2 | -1 | 0  | +3 | +1 | -3 | 0  | 0  | -2 |    |
| 017            | S           | U        | S     | M      | 350  | 350  | 350  | 350  | 350  | 019SXXX           | +2 | -1 | -2 | +2 | +1 | -2 | +1 | 0  | -1 | 0  | -2 | -3 | +3 | +2 | 0  | +1 | +3 | -1 | 0  | 0  | -3 | +1 | -1 |    |
| 018            | S           | R        | P     | F      | 232  | 232  | 232  | 232  | 232  | 020SXXX           | 0  | -2 | -3 | +3 | +2 | -1 | 0  | 0  | +1 | +1 | -2 | -1 | 0  | +3 | +2 | +1 | +2 | -1 | +1 | 0  | -3 | -2 | -1 |    |
| 019            | S           | U        | C     | F      | 1100 | 1100 | 1100 | 1100 | 1100 | 021SXXX           | -1 | -3 | -1 | +2 | 0  | +1 | -1 | 0  | -2 | 0  | -3 | +1 | +1 | -1 | -3 | -2 | +3 | 0  | +2 | -1 | -2 | +2 | 0  |    |
| 020            | S           | U        | C     | F      | 1100 | 1100 | 1100 | 1100 | 1100 | 022SUSM           | +3 | -2 | +2 | +1 | +1 | -2 | 0  | +1 | 0  | 0  | -3 | -3 | -1 | -1 | 0  | -2 | +1 | +3 | +2 | -1 | -1 | 0  | +2 |    |
| 021            | S           | U        | S     | M      | 350  | 350  | 350  | 350  | 350  | 023SUSM           | -1 | +3 | 0  | +2 | +3 | -2 | -1 | +1 | -2 | -3 | +1 | -1 | 0  | 0  | 0  | +2 | +2 | +1 | -1 | 0  | +1 | -2 | -3 |    |
| 022            | S           | U        | S     | M      | 350  | 350  | 350  | 350  | 350  | 024SUCF           | +3 | +2 | +1 | +2 | 0  | -3 | 0  | 0  | +1 | -2 | -2 | 0  | +3 | -1 | -1 | -2 | +1 | -1 | -1 | +1 | -3 | 0  | +2 |    |
| 023            | S           | U        | P     | F      | 232  | 232  | 232  | 232  | 232  | 025SUSM           | -2 | +3 | +1 | 0  | 0  | +1 | -1 | -3 | -1 | -1 | 0  | -2 | +3 | -2 | +3 | +1 | 0  | +2 | -1 | 0  | -3 | +2 | +1 |    |
| 024            | S           | U        | P     | F      | 232  | 232  | 232  | 232  | 232  | 026SUSM           | +3 | -1 | -1 | 0  | 0  | -3 | +2 | +3 | 0  | +2 | -2 | 2  | -2 | -1 | +1 | 0  | +1 | +1 | 0  | -3 | -2 | -1 |    |    |
| 025            | S           | U        | S     | M      | 350  | 350  | 350  | 350  | 350  | 027SUSF           | +2 | -3 | +1 | 0  | -1 | 0  | 0  | +1 | 0  | -1 | -3 | -2 | +3 | -1 | +2 | +1 | -2 | +1 | -2 | +3 | 0  | 0  | +1 |    |
| 026            | S           | U        | S     | M      | 350  | 350  | 350  | 350  | 350  | 028SUSF           | +3 | 0  | -1 | 0  | +3 | -1 | -3 | +2 | +1 | +1 | -3 | -2 | 0  | -1 | 0  | -2 | +2 | 0  | +1 | +1 | -2 | +2 | -1 |    |
| 027            | S           | U        | S     | M      | 350  | 350  | 350  | 350  | 350  | 029SUSM           | 0  | -3 | -1 | 0  | +2 | -3 | -1 | +3 | +2 | 0  | 0  | -2 | +3 | -2 | -1 | -2 | +1 | 0  | +1 | -1 | +1 | +2 | +1 |    |
| 028            | S           | U        | C     | F      | 1100 | 1100 | 1100 | 1100 | 1100 | 030SUCM           | +3 | -3 | 0  | -1 | +1 | -2 | +2 | +3 | +1 | 0  | -1 | -3 | 0  | -2 | -1 | -1 | 0  | 0  | +2 | +1 | -2 | +1 | +2 |    |
| 029            | S           | U        | C     | F      | 1100 | 1100 | 1100 | 1100 | 1100 | 031SUCF           | +2 | +3 | -3 | 0  | +3 | +2 | +1 | -2 | -1 | -1 | -1 | -3 | +1 | 0  | 0  | -2 | -1 | 0  | +2 | +1 | -2 | +1 | 0  |    |
| 030            | S           | U        | C     | F      | 1100 | 1100 | 1100 | 1100 | 1100 | 032SRCM           | +3 | +2 | -3 | +1 | +2 | -1 | +1 | 0  | -1 | -3 | -1 | -1 | 0  | 0  | 0  | +2 | +3 | +1 | 0  | -2 | -2 | +1 | -2 |    |
| 031            | S           | U        | C     | F      | 1100 | 1100 | 1100 | 1100 | 1100 | 033SUCM           | +3 | +1 | -1 | +2 | +2 | -3 | +1 | 0  | +1 | 0  | -3 | -1 | 0  | -1 | -2 | 2  | 0  | 0  | +2 | -1 | -2 | +1 | +3 |    |
| 032            | S           | U        | C     | F      | 1100 | 1100 | 1100 | 1100 | 1100 | 034SUCF           | +2 | -2 | +1 | -1 | +3 | +2 | +2 | +3 | +1 | +1 | 0  | -3 | 0  | 0  | +1 | 0  | -1 | -1 | -3 | -2 | -1 | -2 | 0  |    |
| 033            | S           | U        | C     | F      | 1100 | 1100 | 1100 | 1100 | 1100 | 035SUSM           | +3 | -1 | -1 | +2 | +3 | -1 | 0  | 0  | 0  | -2 | -3 | -3 | 0  | +2 | -1 | -2 | 0  | +1 | +1 | +1 | -2 | +2 | +1 |    |
| 034            | S           | U        | C     | F      | 1100 | 1100 | 1100 | 1100 | 1100 | 036SUCM           | 0  | -3 | +2 | 0  | 0  | -1 | -2 | +1 | +1 | +1 | -1 | +2 | +1 | +3 | 0  | -1 | 0  | -3 | -1 | -2 | +2 | +3 | -2 |    |
| 035            | S           | U        | C     | F      | 1100 | 1100 | 1100 | 1100 | 1100 | 037SUSM           | +1 | +1 | 0  | -1 | +3 | -2 | +1 | +3 | +2 | -3 | -3 | +2 | 0  | -1 | -1 | -2 | -2 | +1 | 0  | -1 | 0  | +2 | 0  |    |
| 036            | S           | U        | C     | F      | 1100 | 1100 | 1100 | 1100 | 1100 | 038               |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 037            | S           | U        | C     | F      | 1100 | 1100 | 1100 | 1100 | 1100 | 039               |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 038            | S           | U        | C     | F      | 1100 | 1100 | 1100 | 1100 | 1100 | 040CUCF           | 0  | +1 | -3 | +1 | +2 | -2 | -1 | +1 | -1 | -1 | -2 | +3 | +1 | +3 | 0  | 0  | +2 | 0  | 0  | +2 | -2 | -1 | -3 |    |
| 039            | S           | U        | C     | F      | 1100 | 1100 | 1100 | 1100 | 1100 | 041SUSF           | +3 | -1 | -3 | +2 | +2 | -1 | 0  | +2 | +3 | -1 | -1 | -1 | +1 | +1 | 0  | 0  | -2 | +1 | -3 | 0  | -2 | -2 | 0  | +1 |
| 040            | S           | U        | C     | F      | 1100 | 1100 | 1100 | 1100 | 1100 | 042SUPF           | +1 | 0  | -3 | +1 | +3 | -1 | 0  | +2 | 0  | -2 | 0  | -1 | +2 | +1 | +1 | -1 | -3 | +2 | -2 | 0  | -1 | -2 |    |    |
| 041            | S           | U        | C     | F      | 1100 | 1100 | 1100 | 1100 | 1100 | 043CUCF           | +3 | -1 | -2 | +2 | 0  | -1 | 0  | +3 | +1 | +2 | -3 | 0  | -2 | 0  | 0  | +2 | +1 | -3 | -1 | -1 | -2 | +1 | +1 |    |
| 042            | S           | U        | C     | F      | 1100 | 1100 | 1100 | 1100 | 1100 | 044SUPF           | +3 | -2 | -3 | +3 | +5 | -2 | -2 | +2 | +1 | 0  | 0  | -1 | 0  | -1 | -1 | 0  | +2 | +2 | 0  | -3 | +1 | +1 |    |    |
| 043            | S           | U        | C     | F      | 1100 | 1100 | 1100 | 1100 | 1100 | 045CUCF           | +2 | -1 | -2 | 0  | +2 | -2 | 0  | +3 | +3 | 0  | -1 | -2 | +1 | 0  | -3 | -3 | 0  | +1 | -1 | -1 | +2 | +1 |    |    |
| 044            | S           | U        | C     | F      | 1100 | 1100 | 1100 | 1100 | 1100 | 046CUCF           | +2 | 0  | -3 | +1 | +3 | -1 | -1 | +2 | +3 | -3 | -2 | 0  | 0  | +1 | -1 | -1 | -2 | +1 | +2 | -1 | -2 | 0  |    |    |

| SORT FOR ANALYSIS |    |    |    |    |    |    |    |    |    |     |    |    |    |    |    |    |  |  |  |  |  |  |  |
|-------------------|----|----|----|----|----|----|----|----|----|-----|----|----|----|----|----|----|--|--|--|--|--|--|--|
| STATEMENTS        |    |    |    |    |    |    |    |    |    |     |    |    |    |    |    |    |  |  |  |  |  |  |  |
|                   | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17  | 18 | 19 | 20 | 21 | 22 | 23 |  |  |  |  |  |  |  |
| x1                | -1 | 0  | -2 | -1 | 0  | -1 | -1 | -2 | -1 | -1  | -1 | -1 | -1 | -1 | -1 | -1 |  |  |  |  |  |  |  |
| x2                | 0  | -2 | 0  | 0  | 0  | x3 | x4 | -2 | x5 | -1  | -1 | -1 | 0  | -1 | -1 | -1 |  |  |  |  |  |  |  |
| x3                | -2 | 0  | 0  | -1 | -2 | -2 | 0  | x6 | x7 | x8  | -1 | -1 | -1 | -1 | -1 | -1 |  |  |  |  |  |  |  |
| x4                | -2 | 0  | 0  | -1 | -2 | -2 | 0  | x6 | x7 | x8  | -1 | -1 | -1 | -1 | -1 | -1 |  |  |  |  |  |  |  |
| x5                | 0  | -2 | 0  | 0  | 0  | x3 | x4 | -2 | x5 | -1  | -1 | -1 | 0  | -1 | -1 | -1 |  |  |  |  |  |  |  |
| x6                | -1 | -1 | -1 | x3 | 0  | x2 | x5 | 0  | 1  | x2  | -1 | -1 | -1 | -1 | -1 | -1 |  |  |  |  |  |  |  |
| x7                | 0  | -2 | -1 | -1 | -1 | -1 | -1 | -2 | x9 | x10 | -1 | -1 | -1 | -1 | -1 | -1 |  |  |  |  |  |  |  |
| x8                | -1 | -1 | -1 | -1 | -1 | -1 | -1 | -2 | x9 | x10 | -1 | -1 | -1 | -1 | -1 | -1 |  |  |  |  |  |  |  |
| x9                | -1 | -1 | -1 | -1 | -1 | -1 | -1 | -2 | x9 | x10 | -1 | -1 | -1 | -1 | -1 | -1 |  |  |  |  |  |  |  |
| x10               | -1 | -1 | -1 | -1 | -1 | -1 | -1 | -2 | x9 | x10 | -1 | -1 | -1 | -1 | -1 | -1 |  |  |  |  |  |  |  |
| x11               | -1 | -1 | -1 | -1 | -1 | -1 | -1 | -2 | x9 | x10 | -1 | -1 | -1 | -1 | -1 | -1 |  |  |  |  |  |  |  |
| x12               | -1 | -1 | -1 | -1 | -1 | -1 | -1 | -2 | x9 | x10 | -1 | -1 | -1 | -1 | -1 | -1 |  |  |  |  |  |  |  |
| x13               | -1 | -1 | -1 | -1 | -1 | -1 | -1 | -2 | x9 | x10 | -1 | -1 | -1 | -1 | -1 | -1 |  |  |  |  |  |  |  |
| x14               | -1 | -1 | -1 | -1 | -1 | -1 | -1 | -2 | x9 | x10 | -1 | -1 | -1 | -1 | -1 | -1 |  |  |  |  |  |  |  |
| x15               | -1 | -1 | -1 | -1 | -1 | -1 | -1 | -2 | x9 | x10 | -1 | -1 | -1 | -1 | -1 | -1 |  |  |  |  |  |  |  |
| x16               | -1 | -1 | -1 | -1 | -1 | -1 | -1 | -2 | x9 | x10 | -1 | -1 | -1 | -1 | -1 | -1 |  |  |  |  |  |  |  |
| x17               | -1 | -1 | -1 | -1 | -1 | -1 | -1 | -2 | x9 | x10 | -1 | -1 | -1 | -1 | -1 | -1 |  |  |  |  |  |  |  |
| x18               | -1 | -1 | -1 | -1 | -1 | -1 | -1 | -2 | x9 | x10 | -1 | -1 | -1 | -1 | -1 | -1 |  |  |  |  |  |  |  |
| x19               | -1 | -1 | -1 | -1 | -1 | -1 | -1 | -2 | x9 | x10 | -1 | -1 | -1 | -1 | -1 | -1 |  |  |  |  |  |  |  |
| x20               | -1 | -1 | -1 | -1 | -1 | -1 | -1 | -2 | x9 | x10 | -1 | -1 | -1 | -1 | -1 | -1 |  |  |  |  |  |  |  |
| x21               | -1 | -1 | -1 | -1 | -1 | -1 | -1 | -2 | x9 | x10 | -1 | -1 | -1 | -1 | -1 | -1 |  |  |  |  |  |  |  |
| x22               | -1 | -1 | -1 | -1 | -1 | -1 | -1 | -2 | x9 | x10 | -1 | -1 | -1 | -1 | -1 | -1 |  |  |  |  |  |  |  |
| x23               | -1 | -1 | -1 | -1 | -1 | -1 | -1 | -2 | x9 | x10 | -1 | -1 | -1 | -1 | -1 | -1 |  |  |  |  |  |  |  |
| x24               | -1 | -1 | -1 | -1 | -1 | -1 | -1 | -2 | x9 | x10 | -1 | -1 | -1 | -1 | -1 | -1 |  |  |  |  |  |  |  |
| x25               | -1 | -1 | -1 | -1 | -1 | -1 | -1 | -2 | x9 | x10 | -1 | -1 | -1 | -1 | -1 | -1 |  |  |  |  |  |  |  |
| x26               | -1 | -1 | -1 | -1 | -1 | -1 | -1 | -2 | x9 | x10 | -1 | -1 | -1 | -1 | -1 | -1 |  |  |  |  |  |  |  |
| x27               | -1 | -1 | -1 | -1 | -1 | -1 | -1 | -2 | x9 | x10 | -1 | -1 | -1 | -1 | -1 | -1 |  |  |  |  |  |  |  |
| x28               | -1 | -1 | -1 | -1 | -1 | -1 | -1 | -2 | x9 | x10 | -1 | -1 | -1 | -1 | -1 | -1 |  |  |  |  |  |  |  |
| x29               | -1 | -1 | -1 | -1 | -1 | -1 | -1 | -2 | x9 | x10 | -1 | -1 | -1 | -1 | -1 | -1 |  |  |  |  |  |  |  |
| x30               | -1 | -1 | -1 | -1 | -1 | -1 | -1 | -2 | x9 | x10 | -1 | -1 | -1 | -1 | -1 | -1 |  |  |  |  |  |  |  |
| x31               | -1 | -1 | -1 | -1 | -1 | -1 | -1 | -2 | x9 | x10 | -1 | -1 | -1 | -1 | -1 | -1 |  |  |  |  |  |  |  |
| x32               | -1 | -1 | -1 | -1 | -1 | -1 | -1 | -2 | x9 | x10 | -1 | -1 | -1 | -1 | -1 | -1 |  |  |  |  |  |  |  |
| x33               | -1 | -1 | -1 | -1 | -1 | -1 | -1 | -2 | x9 | x10 | -1 | -1 | -1 | -1 | -1 | -1 |  |  |  |  |  |  |  |
| x34               | -1 | -1 | -1 | -1 | -1 | -1 | -1 | -2 | x9 | x10 | -1 | -1 | -1 | -1 | -1 | -1 |  |  |  |  |  |  |  |
| x35               | -1 | -1 | -1 | -1 | -1 | -1 | -1 | -2 | x9 | x10 | -1 | -1 | -1 | -1 | -1 | -1 |  |  |  |  |  |  |  |
| x36               | -1 | -1 | -1 | -1 | -1 | -1 | -1 | -2 | x9 | x10 | -1 | -1 | -1 | -1 | -1 | -1 |  |  |  |  |  |  |  |

# PQMethod Software Process

```

DOSBox 0.74, Cpu speed: max 100% cycles, Frameskip 0, Program: PQMETHOD
A - to add a new sort
C - to change a previous sort
D - to delete a sort
S - to show a previous sort
Q - to query status of this study
X - to exit QENTER (stop entering/changing sorts)

X

Current Project is ... c:/pqmethod/projects/governor
Choose the number of the routine you want to run and enter it.

1 - STATES - Enter (or edit) the file of statements
2 - QENTER - Enter q sorts (new or continued)
3 - QCENT - Perform a Centroid factor analysis
4 - QPCA - Perform a Principal Components factor analysis
5 - QROTATE - Perform a manual rotation of the factors
6 - QVARIMAX - Perform a varimax rotation of the factors
7 - QANALYZE - Perform the final Q analysis of the rotated factors
8 - VIEWLIST - View output file governor.lis
X - Exit from PQMethod

Last Routine Run Successfully - QENTER

18 Setting ambitious targets and focus on financial educational 18 -1.138
3 Balancing financial constraints with aspirational educationa 3 -1.706
21 Reconciling opposing points of view and summarising agreed p 21 -1.706

PQMethod2.35 stakeholder perception of outstanding leadership
Path and Project Name: c:/pqmethod/projects/secondar

```

**QANALYZE**  
Perform the final Q analysis of the rotated factors

# Findings by age phase: **Primary**

## **MOST AGREE**

High expectations of all members of staff and pupils

Taking decisive action to address poor performance of staff

Inspirational leader who leads by example

## **MOST DISAGREE**

Ability to foster discussion and debate

Develop entrepreneurial innovative approaches to improve education

Engaging local community in a shared vision for education in the area

# Findings by age phase: **Secondary**

## **MOST AGREE**

High levels of trust  
between leaders and  
their stakeholders

Ability to bring out the  
best in people and  
inspire others

Inspirational leader who  
leads by example

## **MOST DISAGREE**

Meticulous monitoring of  
outcomes for  
pupils/learners

Balancing financial  
constraints with  
aspirational educational  
ambitions

Setting ambitious  
targets and focus on  
financial educational  
goals

# Findings by age phase: **Post-Compulsory**

## **MOST AGREE**

Clear strategic vision  
communicated effectively  
to others

Inspirational leader who  
leads by example

Ability to bring out the  
best in people and inspire  
others

## **MOST DISAGREE**

Balancing financial  
constraints with aspirational  
educational ambitions

Engaging local community in  
a shared vision for education  
in the area

Power and accountability  
shared and distributed

# Findings by stakeholder: **Governors**

## **MOST AGREE**

Clear strategic vision  
communicated  
effectively to others

Inspirational leader who  
leads by example

Empowering others to  
achieve ambitious  
targets

## **MOST DISAGREE**

Develop entrepreneurial  
and innovative  
approaches to improve  
education

Ability to foster  
discussion and debate

Engaging local  
community in a shared  
vision for education in  
the area

# Findings: Leaders

## MOST AGREE

Clear strategic vision communicated effectively to others

Inspirational leader who leads by example

Ability to bring out the best in people and inspire others

## MOST DISAGREE

Balancing financial constraints with aspirational educational ambitions

Reconciling opposing points of view and summarising agreed points

Passion for providing world class education

# Findings: Governors

## MOST AGREE

Clear strategic vision communicated effectively to others

Inspirational leader who leads by example

Empowering others to achieve ambitious targets

## MOST DISAGREE

Develop entrepreneurial and innovative approaches to improve education

Ability to foster discussion and debate

Engaging local community in a shared vision for education in the area



# Findings: Female

## MOST AGREE

Clear strategic vision communicated effectively to others

Ability to bring out the best in people and inspire others

Inspirational leader who leads by example

## MOST DISAGREE

Balancing financial constraints with aspirational educational ambitions

Engaging local community in a shared vision for education in the area

Reconciling opposing points of view and summarising agreed points to leadership teams

# Findings: Male

## MOST AGREE

Inspirational leader who leads by example

Clear strategic vision communicated effectively to others

Empowering others to achieve ambitious targets

## MOST DISAGREE

Ability to foster discussion and debate

Engaging local community in a shared vision for education in the area

Develop entrepreneurial and innovative approaches to improve education

# Factor analysis : PCE (24)

Factor Scores -- For Factor 1

| No. | Statement                                                    | No. | Z-SCORES |
|-----|--------------------------------------------------------------|-----|----------|
| 1   | Clear strategic vision communicated effectively to others    | 1   | 1.586    |
| 5   | Inspirational leader who leads by example                    | 5   | 1.524    |
| 8   | Ability to bring out the best in people and inspire others   | 8   | 1.514    |
| 19  | Empowering others to achieve ambitious targets               | 19  | 1.045    |
| 9   | Maximising talent and deploying it effectively in the organi | 9   | 1.035    |
| 22  | Taking decisive action to address poor performance of staff  | 22  | 0.910    |
| 13  | High expectations of all members of staff and pupils         | 13  | 0.867    |
| 18  | Setting ambitious targets and focus on financial educational | 18  | 0.862    |
| 4   | Strategic vision based on shared values                      | 4   | 0.297    |
| 20  | Meticulous monitoring of outcomes for pupils                 | 20  | 0.216    |
| 23  | Taking difficult decisions and communicating them honestly   | 23  | 0.206    |
| 7   | High levels of trust between leaders and their stakeholders  | 7   | -0.158   |
| 14  | An open culture of learning where excellence achievement cel | 14  | -0.283   |
| 15  | Developing an aspirational culture in the school and local c | 15  | -0.498   |
| 16  | Foster collaboration, partnerships and shared decision-makin | 16  | -0.598   |
| 17  | Values and vision developed and owned by all staff and gover | 17  | -0.676   |
| 11  | Ability to foster discussion and debate                      | 11  | -0.824   |
| 21  | Reconciling opposing points of view and summarising agreed p | 21  | -1.021   |
| 12  | Develop entrepreneurial innovative approaches to improve edu | 12  | -1.049   |
| 2   | Passion for providing world class education                  | 2   | -1.063   |
| 10  | Power and accountability shared and distributed              | 10  | -1.136   |
| 6   | Engaging local community in a shared vision for education in | 6   | -1.370   |
| 3   | Balancing financial constraints with aspirational educationa | 3   | -1.385   |

# Factor analysis : Governors (19)

Factor Scores -- For Factor 1

| No. | Statement                                                    | No. | Z-SCORES |
|-----|--------------------------------------------------------------|-----|----------|
| 1   | Clear strategic vision communicated effectively to others    | 1   | 1.964    |
| 5   | Inspirational leader who leads by example                    | 5   | 1.269    |
| 19  | Empowering others to achieve ambitious targets               | 19  | 1.067    |
| 8   | Ability to bring out the best in people and inspire others   | 8   | 1.054    |
| 22  | Taking decisive action to address poor performance of staff  | 22  | 0.948    |
| 23  | Taking difficult decisions and communicating them honestly   | 23  | 0.858    |
| 18  | Setting ambitious targets and focus on financial educational | 18  | 0.558    |
| 4   | Strategic vision based on shared values                      | 4   | 0.494    |
| 9   | Maximising talent and deploying it effectively in the organi | 9   | 0.444    |
| 17  | Values and vision developed and owned by all staff and gover | 17  | 0.427    |
| 7   | High levels of trust between leaders and their stakeholders  | 7   | 0.171    |
| 20  | Meticulous monitoring of outcomes for pupils/learners        | 20  | 0.065    |
| 10  | Power and accountability shared and distributed              | 10  | -0.042   |
| 13  | High expectations of all members of staff and pupils         | 13  | -0.087   |
| 3   | Balancing financial constraints with aspirational educationa | 3   | -0.234   |
| 15  | Developing an aspirational culture in the school and local c | 15  | -0.477   |
| 14  | An open culture of learning where excellence achievement cel | 14  | -0.482   |
| 2   | Passion for providing world class education                  | 2   | -0.870   |
| 16  | Foster collaboration, partnerships and shared decision-makin | 16  | -1.158   |
| 21  | Reconciling opposing points of view and summarising agreed p | 21  | -1.205   |
| 6   | Engaging local community in a shared vision for education in | 6   | -1.434   |
| 11  | Ability to foster discussion and debate                      | 11  | -1.645   |
| 12  | Develop entrepreneurial innovative approaches to improve edu | 12  | -1.687   |

# Factor analysis : All (68)

Factor Scores -- For Factor 1

| No. | Statement                                                    | No. | Z-SCORES |
|-----|--------------------------------------------------------------|-----|----------|
| 1   | Clear strategic vision communicated effectively to others    | 1   | 1.381    |
| 8   | Ability to bring out the best in people and inspire others   | 8   | 1.376    |
| 5   | Inspirational leader who leads by example                    | 5   | 1.370    |
| 4   | Strategic vision based on shared values                      | 4   | 1.097    |
| 19  | Empowering others to achieve ambitious targets               | 19  | 1.064    |
| 9   | Maximising talent and deploying it effectively in the organi | 9   | 0.819    |
| 22  | Taking decisive action to address poor performance of staff  | 22  | 0.623    |
| 17  | Values and vision developed and owned by all staff and gover | 17  | 0.564    |
| 14  | An open culture of learning where excellence achievement cel | 14  | 0.422    |
| 23  | Taking difficult decisions and communicating them honestly   | 23  | 0.398    |
| 13  | High expectations of all members of staff and pupils         | 13  | 0.355    |
| 18  | Setting ambitious targets and focus on financial educational | 18  | 0.190    |
| 15  | Developing an aspirational culture in the school and local c | 15  | 0.098    |
| 16  | Foster collaboration, partnerships and shared decision-makin | 16  | -0.275   |
| 7   | High levels of trust between leaders and their stakeholders  | 7   | -0.307   |
| 10  | Power and accountability shared and distributed              | 10  | -0.430   |
| 20  | Meticulous monitoring of outcomes for pupils                 | 20  | -0.570   |
| 2   | Passion for providing world class education                  | 2   | -0.975   |
| 11  | Ability to foster discussion and debate                      | 11  | -1.190   |
| 6   | Engaging local community in a shared vision for education in | 6   | -1.378   |
| 21  | Reconciling opposing points of view and summarising agreed p | 21  | -1.493   |
| 3   | Balancing financial constraints with aspirational educationa | 3   | -1.520   |
| 12  | Develop entrepreneurial innovative approaches to improve edu | 12  | -1.618   |

# Transnational findings:

## England

### MOST AGREE

Clear strategic vision communicated effectively to others

Ability to bring out the best in people and inspire others

Inspirational leader who leads by example

### MOST DISAGREE

Develop entrepreneurial and innovative approaches to improve education

Balancing financial constraints with aspirational educational ambitions

Reconciling opposing points of view and summarising agreed points to leadership teams

## India

### MOST AGREE

Clear strategic vision communicated effectively to others

An open culture of learning where excellence in all aspects of achievement are celebrated

Empowering others to achieve ambitious targets

### MOST DISAGREE

Engaging local community in a shared vision for education in the area

High expectations of all members of staff and pupils

Power and accountability shared and distributed



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# Transnational findings:

## India

### MOST AGREE

Clear strategic vision communicated effectively to others

An open culture of learning where excellence in all aspects of achievement are celebrated

Empowering others to achieve ambitious targets

### MOST DISAGREE

Engaging local community in a shared vision for education in the area

High expectations of all members of staff and pupils

Power and accountability shared and distributed

## South Africa

### MOST AGREE

Clear strategic vision communicated effectively to others

Strategic vision based on shared values

Power and accountability shared and distributed

### MOST DISAGREE

Empowering others to achieve ambitious targets

Taking decisive action to address poor performance of staff

Passion for providing world class education



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# Q-sort as a tool for use with leadership teams

In groups of 4/5 complete the q-sort on characteristics of outstanding leadership.

The pack contains 23 statements and an even distribution grid with 23 ranking positions for placing the statements. The statements have been numbered (1-23) at random. The numbering does imply any ranking or inherent value. To complete the task one statement must be placed in each position on the grid.



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# Thank you for listening

For further information and if you would like to be involved in the research please contact:

Professor Jaswinder K Dhillon

School of Education

BB101, St John's Campus

Henwick Grove

Worcester

WR2 6AJ

[j.dhillon@worc.ac.uk](mailto:j.dhillon@worc.ac.uk)